

**2003**  
**Annual Progress and Services Report**  
**for the**  
**Consolidated Child & Family Services Plan**

**Section 7**

**Training**



# STATE OF LOUISIANA

## Child and Family Services Plan

## Section 7 Training and Staff Development

### 7.1 Training and Staff Development Plan

#### **Legal Reference**

42 USC622(b)(4)&(6)  
42USC3674(a)(3)(A)  
&(B); 45 CFR 1357.15  
(t);& 45CFR1356.60  
(b)(2)

The Office of Community Services (OCS) recognizes that formalized training and professional staff development are essential elements in the Agency's overall performance of effectively providing comprehensive, integrated culturally-responsive services. A major goal of the staff development program is the support and enhancement of professionalism. A concerted effort is made perennially to expand staff's knowledge, and build and increase their skills in order to establish a degree of personal and professional self-confidence sufficient to

competently respond to the needs of children and families. The primary aim of formalized instruction for foster parents is to provide appropriate and timely in-service courses directed at the sensitive issues of caring and nurturing foster or adoptive children of varying individualized needs.

OCS plans to develop, deliver, or purchase curriculum and to provide technical assistance in a manner that seeks to accomplish the goals and objectives of the Agency and mirrors its policies and practices. Through the use of various modalities of training and staff development, the Agency endeavors to provide staff, foster and adoptive parents, and others directly involved in the service continuum with the knowledge and skills needed to augment job performance and to maximize the quality and efficiency of service delivery.

Staff development is an ongoing process that requires annual updating to assure its relevance to federal and state law and best practice resulting from goal achievements and staff needs. The information in this section provides a narrative description of the staff development activities that are necessary to support the Agency's mission and the accomplishment of the state plans for providing child welfare services including foster care and adoption services, and family preservation and support services under titles IV-B and IV-E of the Social Security Act, as amended.

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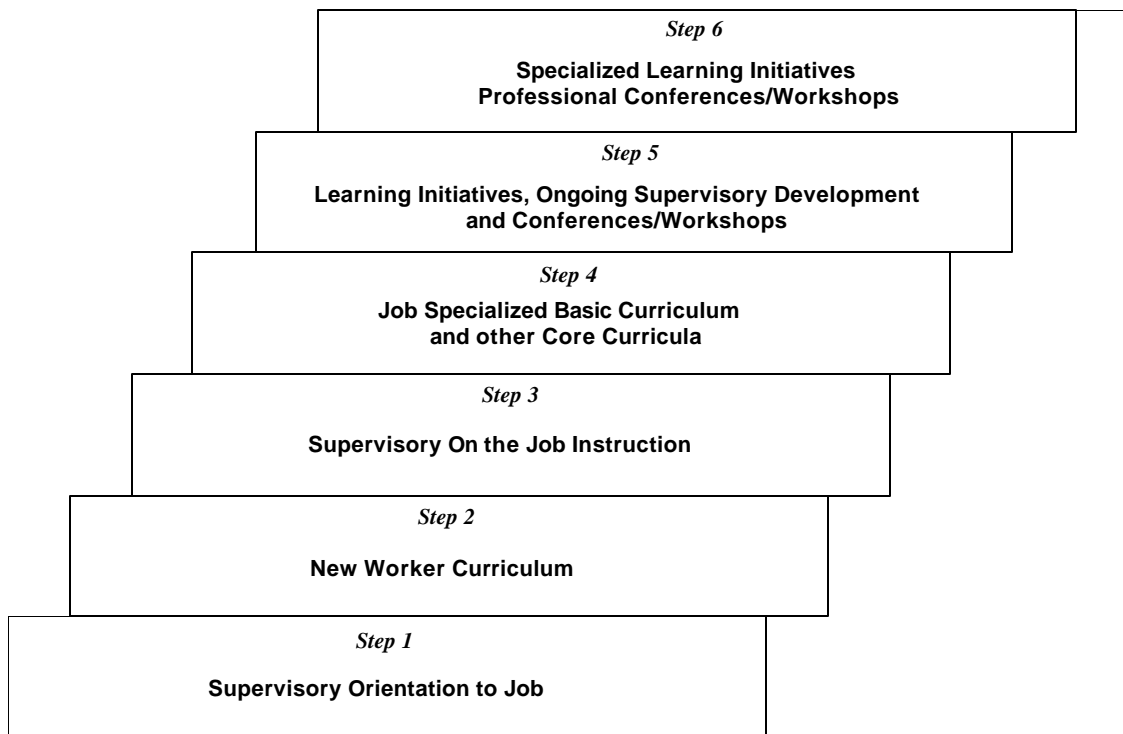
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### A. STAFF DEVELOPMENT

The curriculum offered to agency personnel will be provided in-house by OCS instructors and staff. Additional sources, include other state agencies, contracted experts and workshop facilitators at various conferences throughout the state and country. Figure 1: Steps To Professionalism, illustrates the place of each learning opportunity in the spectrum of professional development.

**Figure 1: Steps to Professionalism**



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### COMPETENCY BASED/PERFORMANCE DIRECTED MODEL

In keeping with national staff development principles, the Agency has moved to a Competency-Based/Performance Directed Curriculum Model. This model incorporates a multidimensional approach to learning by offering varied learning experiences relating to specific competencies. It categorizes courses into three levels of professional maturation-- basic, intermediate and advanced. Some courses span two levels. Competencies reflect the worker's ability to perform particular job-related tasks that require various levels of proficiency. By addressing competencies, the model focuses on the participant's use of knowledge and skills in effective performance of the job.

The basic and intermediate competencies are addressed in the core curriculum. Most of these courses build on each other and are therefore taken in a specified sequence. Some of the courses stand alone and may be taken at any time. Staff are encouraged to complete the core curriculum in the first three years of employment. Through this approach the Agency endeavors to provide staff with one of the most comprehensive child welfare curricula in the country.

The following material discusses the Caseworker Competency-Based/Performance Directed Curriculum model and delineates specific staff development, educational programs, and learning initiatives proposed for Fiscal Years 2000-2005.

#### Model Implementation

Though the Agency has been working under the competency based model for over seven years, the performance directed concept is new and will need to be incorporated into the current system. In coming years, OCS will make efforts to further develop the model in OCS curriculum and its relationships with management and supervisors.

The key to the model is a strong partnership between the Agency's management/supervisory staff and the Agency's training and staff development program. It is through this partnership that transfer of learning is enhanced.

#### Staff Development Catalog

In order to advance a better understanding of the types of curriculum provided by the Staff Development Section, a Staff Development Catalog has been developed and issued. The catalog lists course offerings, legal mandates, an explanation of the Model, and other helpful information to assist supervisors in the proper use of agency curriculum. It will be updated and reissued each

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year or as needed.

### Partnership Meetings

With the issuance of the catalog the Staff Development Section Administrator has begun cultivating a partnership with managers and supervisors by conducting presentations on the new model and the need for partnering. The presentation and the Staff Development Catalog has been presented to managers and supervisors throughout the State in regional meetings to promote the partnership. All meetings have been completed.

### Supervisory Training

The Department of Civil Service has recently established mandatory training for all supervisors statewide. Various courses will be offered through CPTP and Civil Service which will provide training in areas of information critical to supervisors at all levels. Specific courses are required according to the level of the supervisor. Courses will include such topics as Conducting an Effective Job Interview and Developing a Motivated Work Group. The training will continue over a period of about three years. In addition, OCS will continue to offer supervisory training.

### CPTP Management Curriculum

OCS utilizes the state's Comprehensive Public Training Program to provide managers and supervisors with quality management instruction. CPTP has undergone a major redesign of its curriculum to enhance managerial and supervisory employees' ability to perform their jobs. A video tape explaining the new program was sent to each OCS regional office. The Management Development curriculum includes four functional certificates with testing for all classes except those taught by Civil Service; one project for each functional certificate that addresses all job outcomes presented in the classes and complies with an agreement between participants and their agencies on project selection, implementation, and grading criteria. The four functional certificates are:

- Certificate for Building Effective Teams
- Certificate for Managing People
- Certificate for Managing Work
- Certificate for Advanced Managerial Skills

These new certificates may be completed in any order. The Certificate in Supervisory Techniques (CST) is being phased out effective July 1, 2003.

Participants who earn all four functional certificates are then eligible to earn the Certified Public Manager certificate by completing the CPM requirements. The CPM will be the fifth and final certificate. The CPM is a national designation which cannot be awarded to participants with less than 50 days of approved course work.

## CORE CURRICULUM

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Figure 2 on page 12: OCS Core Curriculum at a Glance, provides an overview of the Agency's curriculum.

### Basic Level

The Competency-Based/Performance Directed Curriculum Model has its roots in the core curriculum basic courses. At this level, instruction is directed at the elemental knowledge, skills and philosophy an employee must have to perform the tasks and responsibilities of the job at an acceptable level of competency. Our comprehensive curriculum approach includes an introduction to child protective services, staff safety, the basic casework process, physical indicators of child maltreatment, and program-specific sessions. Supplementary guidance is presented through a series of self-instructional workbooks for employees to complete on-the-job.

Following completion of the Introduction to Child Protective Services, Staff Safety Training, Physical Indicators of Child Maltreatment, and Caseworker Competency, OCS agency staff must complete the other basic core curricula and other specialized instruction specific to their program areas. As space permits, staff in the individual program specialties are allowed to participate in curriculum of another specialty. This cross-training promotes the development of an appreciation and understanding of the role of each program area and service component in carrying out the goal and mission of the Agency. It also supports the teamwork philosophy of the Agency. The following are course descriptions of our basic level core curriculum:

#### **Introduction to Child Protective Services**

**26 Hours**

This curriculum provides an overview of the Louisiana Child Welfare system and an orientation to OCS, particularly the Child Protection Investigation, Family Services and Foster Care programs. State law and agency policy are reviewed concerning confidentiality and respecting the confidential nature of various kinds of information. Other information includes the Agency's system of categorizing reports; mandated reporting and intake procedures; assessing risk; procedures in completing an investigation; the role of the community in reporting and supporting agency intervention; communication with the legal system; interviewing children; and personal safety issues, visits in the client's home, and office contacts. Targeted participants include newly hired staff in Child Protection Investigation, Family Services, Foster Care, Adoptions, Home Development, Quality Assurance, Adoption Petitions workers. It is scheduled as needed and usually in four to six week intervals.

#### **Physical Indicators of Child Maltreatment**

**6 Hours**

This training helps staff recognize behavioral and physical indicators of child abuse and neglect, and to describe these observations using objective language. Emphasis is placed on common types of injuries resulting from child abuse, such as bruises. Also reviewed are the elements in a child's history of injuries which should alert health professionals to the possibility of abuse. A differentiation is made between those factors that relate to organic and inorganic failure to thrive cases. Growth charts are utilized as pertinent tools in assessing the health status of a child. *Staff are also instructed on the use of universal*

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*precautions.* Targeted participants include all OCS staff. The course is scheduled as needed and usually eight times a year.

### Caseworker Competency

24 H

This course emphasizes the professional aspects of the caseworker's role in the practice of Child Welfare Social Work. It introduces workers to individual and family assessment skills, management of separation, loss and the stages of recovery, case planning and implementation practice, and case monitoring and evaluation requirements. Targeted

participants include Child Protection Investigation, Family Services, Foster Care, Adoptions, Home Development, Quality Assurance, and Adoption Petitions *staff*. The course is scheduled as needed and usually four times a year.

### Staff Safety: Early Warning

6 H

This curriculum provides state of the art information on risk management and safety concerns with emphasis upon increasing the knowledge, skills and awareness of OCS staff in the recognition and detection of emotionally charged situations. The objective is to teach brief risk assessment techniques; assist in recognizing unsafe situations before entering a home, neighborhood, or during an in-office interview with a client; and create an understanding of what will and should occur after an assault or life threatening incident takes place. This course is taught by agency trainers as part of Introduction to Child Protective Services; but is also delivered as a stand alone course. Clerical and paraprofessional staff may attend Safety Training.

### CPI/FS Fundamental Casework Decisions

25 I

A fundamental theme of this training is that professional growth is ongoing and requires self-assessment and goal planning. The theme is further developed to help build insight into reaching a professional balance necessary for a career in Child Protective Services. Agency and individual decision making are examined along with using the Child Protective Services, Intake and Investigation Decision Making Handbook as a tool for maintaining quality practice. Participants study the process of evaluating child protective services decisions using the shared decision making process, and the importance of cohesion among programs is stressed. Targeted participants include Child Protection Investigation *staff* and Family Services workers. The course is scheduled as needed and generally three to four times a year.

### Casework and Assessment

24 I

This course provides trainees with the basic knowledge, principles and functions of the state's Foster Care and Family Services programs to assist caseworkers with their basic tasks and responsibilities. It addresses the tenets of P.L. 96-272; the placement process including worker/client visitation and relationships; social summaries, court reports, maintaining placements, assessing dysfunctional families, case planning and



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implementation, and case termination. Targeted participants include Foster Care, Family Services, Adoptions, Home Development, and Quality Assurance workers. The course is scheduled as needed and generally three to four times a year.

### Case Planning and the Family Team Conference

24 H

This basic course teaches the case planning process and the use of the Family Team Conference. The agenda includes topics on working with hostile and passive parents, enhancing communication in teams, including foster parents in team decision making, and when to include children of varying ages and abilities in team meetings. Targeted participants include Foster Care, Family Services, Adoptions, Home Development, and Quality Assurance workers. The course is scheduled as needed.

### Ethics: A Management Tool

9 H

This curriculum focuses on heightening the awareness of employees regarding the importance of ethics in the workplace. OCS' mission, core values and the principles of ethics are discussed. Participants are encouraged to focus on the mastery of self, mastery of relationships, and the mastery of action to provide effective ethical leadership. Targeted participants: all professional staff.

### Ethics At Work

5.5 Hours

*This course is designed to help staff persons and administrators improve their ethical decision making ability. In 2002, OCS adopted a Code of Ethics based on the Illinois model. The code sets values underlying the child welfare profession in summary form. This training is open to all OCS staff.*

### Defensive Driving

1 H

The curriculum includes collision prevention, common driving errors, split-second decision making, managing adverse weather conditions, and other driver safety issues. Targeted participants: all staff.

### Stress Management

5 H

This training focuses on the management of stress in everyday life. The course addresses four basic areas. It begins with a look at what stress is and how it affects people physiologically. It proceeds into self-assessment of what the major causes of stress are to the individual participants. Subsequently it focuses on how staff deal with stress and why their coping mechanisms do/do not work for them. Life and job related stressors will be examined and proven ways on how to manage each effectively on a daily basis will be presented. Targeted participants: all staff.

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### **CPR for Family and Friends**

**3 Hours**

*Offered through the American Heart Association*

*This course is designed to teach participants what to do in a life-threatening emergency, through the American Heart Association's course in Cardiopulmonary Resuscitation (CPR) for Family and friends. In this course, participants will: 1) Learn about their role in the Chain of Survival. 2) Learn to recognize 4 life-threatening emergencies in adults: heart attack, cardiac arrest, stroke and choking. 3) Learn to reduce the risk of sudden infant death syndrome (SIDS) and prevent the most common serious injuries and choking in infants and children. 4) Learn to recognize signs of life-threatening emergencies in infants and children: cardiac arrest, breathing difficulties, respiratory arrest and choking. 5) Learn to perform CPR and improve the chance of survival in victims with life-threatening emergencies. This course is open to all staff.*

### **Heartsaver First Aid Course**

**4-5 Hours**

*Offered through the American Heart Association*

*This course is designed to teach basic first aid principles, and reinforce that knowledge through skills practice. Participants will be able to do the following: 1) Define first aid, describe the responsibilities and liabilities of the first aid rescuer, tell where the first aid kit is kept. 2) Describe how to assess scene for safety, define "universal precautions", and how to protect self from bloodborne pathogens. 3) Describe first link in the chain of survival. 4) Describe how to assess victim responsiveness. 5) State what to do after an emergency. 6) Demonstrate basic first aid skills. This course is open to all staff.*

### **Louisiana Standardized Child Passenger Safety Awareness Program**

**12 Hours**

*Offered in partnership with the Louisiana Highway Safety Commission*

*The goal of this course is to create an awareness of the importance of CPS (child passenger safety). Topics covered include: 1) Why it is important to focus on CPS; dynamics of a crash, injury prevention, and Louisiana law as it applies to restraint use vs. non-use. 2) How to reduce liability risk; learn and use adequate resources, document, know your limits, and refer/research when necessary. 3) Child Restraint systems; the main categories of child restraints, parts/functions, progression, how to properly secure children in the most appropriate restraint for their size and checking recalls. 4) The vehicle; a brief look at the vehicle systems, child restraint system compatibility/ installation issues, and the new LATCH system. Upon completion, participants can be advocates for CPS, and serve as a resources to parents/guardians, and the community regarding safe transportation of children. This is open to OCS staff*

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*who transport children for the agency.*

### **Bloodborne Pathogens**

**3 Hours**

This course focuses on hazards in the workplace. It is designed to teach staff the basic precautionary procedures to avoid exposure to bloodborne pathogens. Targeted participants: all interested staff.

### **Bloodborne Pathogens Training Course - Online**

**2 Hours**

*A condensed version of the above course is also available online. This is cost effective and limits the amount of time staff are required to spend away from the job. At the conclusion of this course, participants will have a basic understanding of the potential hazards of exposure to blood, how to minimize the risk of exposure, and basic principles of the OSHA Bloodborne Pathogen Standard. OSHA standards(s) Covered: Standard Number: 29 CFR 1910.1030, Standard Title: Bloodborne Pathogens, Subpart: Z, Subpart Title: Toxic and Hazardous Substances. This course is open to all staff.*

### **Interstate Compact on the Placement of Children (ICPC) Basic**

**5 Hours**

Staff learn the provisions of the Interstate Compact on the Placement of Children. They review procedures related to the Compact along with the forms and supporting documents that are part of what has come to be known as the ICPC packet. Communication protocols, home study content, and travel approval requirements are explained in detail. Targeted participants include Foster Care, Adoptions, Home Development, Family Services, Adoption Petitions, and the course is also open to Child Protection Investigation staff. This course is offered as needed and usually four times a year.

### **Communication With the Legal System**

**15 I**

The premise of this curriculum is that credible, verbal and written, communication with the legal system is a basic requirement for effective service delivery in Child Welfare service. Utilizing both OCS trainers and agency attorneys, the training provides information on credibility, collaboration and effective communication with the legal system. Targeted participants include Child Protection Investigation, Family Services, and Foster Care staff. The course is *being redeveloped by an OCS Attorney*.

### **Preventing Sexual Harassment**

**1.5 Hours**

*This course includes an overview of the types of Sexual Harassment that can be encountered in the workplace and the laws and policies which prohibit the behavior. Examples of harassment are examined on video and methods of prevention are discussed. The course is open to all levels of staff from clerical to management. This*

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*course is scheduled as needed.*

### Documentation Training

6 Hours

*This curriculum is intended for all levels of staff in all primary programs (Child Protection, Family Services, Foster Care, Adoptions, Home Development) as well as IV-E and Quality Assurance staff. The purpose and methods of effective documentation in case records, court letters, and all case related matters are reviewed. Two hours of the curriculum are devoted to documentation that is specific to all court-related matters, and the remainder focuses on proper case content. This course is offered as needed.*

### Lifebooks

6 Hours

*This course emphasizes the importance of constructing and maintaining a LifeBook for all children in foster and adoptive placement. It is designed for all Foster Care, Adoptions, and Home Development staff. Examples of content and creative ways of making developmentally appropriate Lifebooks are discussed, as are the benefits of using the books to help children on their journey through placement. This course is offered as needed.*

## Basic To Intermediate Level Curriculum

At the intermediate level the worker has acquired the fundamentals needed to function at a minimum level of competency. Therefore, instruction focuses upon the knowledge, skills and philosophy an employee must have to perform at a higher, more efficient level the specialized tasks, duties, and responsibilities of his job assignment. The curriculum serves to present information that will enhance the worker's basic skills, promote continued learning, and ease movement toward a specialized level of competency in job performance. The following are course descriptions of curricula that span both the basic and intermediate levels:

### Adoption Assessor Training - Tier I

36/29 Hours

*The Institute for Human Services in Columbus, Ohio developed Adoption Assessor Training for Practitioners in the State of Ohio (1996). This competency based curriculum is organized in two tiers. Tier I is foundational information. The competencies for each workshop are presented, followed by a synopsis. Topics for Tier I include; Family & Child Assessment, Birth Parent Counseling, Post Adoption Services, Adoption Assistance, Placement Strategies and Adoption, Pre-Finalization Adoption Services. This course is open to Foster Care, Home Development and Adoption staff.*

### Early Child Development Applications (Parts 1 and 2)

12 I

Utilizing information learned through the Child Development Self Instructional Workbook and from previous courses, participants focus on applying that knowledge in

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working with children and families. Exercises concentrate on strengthening skills in assessing risk when delays are identified, developing relevant case plans, assisting families in recognizing and responding to developmental delays, and making appropriate referrals. Targeted participants include Child Protection Investigation, Family Services, Foster Care, Adoptions, Home Development, Quality Assurance, and Adoption Petitions staff. This course is offered as needed.

### Separation and Placement

12 I

This course focuses on methods for reducing the trauma of separation and subsequent placement on children. It examines attachment, separation, and placement from several perspectives, defining attachment and the process by which it is formed. Participants learn why attachment is important to growth and development and how it can be compromised by the lack of attachment. The effects of separation on children and families are explored from a developmental perspective, and the grieving process is reviewed. Targeted participants include Child Protection Investigation, Family Services, Foster Care, Adoptions, Home Development, and Quality Assurance staff. This course is being reviewed along with a curriculum on "Separation, Placement and Reunification in Family-Centered Child Protection Services." This training is offered throughout many of the other curricula.

### Sexually Transmitted Diseases

5 H

This session educates foster/adoptive parents and agency staff to recognize signs and symptoms of the most common sexually transmitted diseases. It teaches the risks of contracting a sexually transmitted disease and how to identify possible indicators of the need to seek medical intervention. Other information presented includes the myths surrounding sexually transmitted diseases, the serious consequences, and steps to take if a sexually transmitted disease is contracted. Targeted participants include Professional, Para-Professional staff, and Foster Parents.

### The Supportive Role of the Supervisor

15 I

This curriculum focuses on the supervisor playing a major role in the retention, staff development and team development of employees. Supportive and knowledgeable supervisors contribute to the well-being of workers and to the retention rate of workers. The session explores issues of empathy, teamwork, and managing change. Targeted participants are all child welfare supervisors. The course is offered as needed based on numbers of supervisors.

### The Educational Role of the Supervisor

15 I

This course was developed by Marsha K. Salus and Marge Gildner. This course focuses on coaching and facilitating the growth and development of staff. The Educational Role of the Supervisor also provides staff with information about transfer of learning and of learning styles. Targeted participants are all child welfare supervisors. The course is

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offered as needed based on numbers of supervisors, capacity, and availability. All of the supervisory courses are being reviewed to be integrated and in line with the supervisory training mandated by Civil Services.

The following are course descriptions of our intermediate level core curriculum:

### Child Sexual Abuse Intervention

18 I

This curriculum addresses the basics of child sexual abuse exploring myths and facts about child sexual abuse. Subject areas include the basic skills needed to intervene in, and manage cases of child sexual abuse; exploration of psycho-dynamics of the family system, of each role in the family, and effects of sexual encounters between an adult and a child or youth; interviewing techniques appropriate to investigative and intervention roles including practice in using open-ended, non-leading questions consistently. Targeted participants include Child Protection Investigation, Family Services, Foster Care, Adoptions, and Home Development staff. The course is offered as needed and usually four to six times a year.

### Cultural Competency

12 Hours

*“Differences: Building Bridges or Walls”*

*This course was developed by the National Resource Center for Youth Services, the University of Oklahoma. Through funding with a Title IV-E University Partnership, OCS trainers attended “Train the Trainers” session. This course focuses on issues related to cultural competency in terms of practice and policies and is designed for all staff.*

### HIV/AIDS Awareness

6 H

This curriculum discusses the unique aspects of HIV disease among children and families, the obstacles to caring for HIV-affected children and families, and methods for removing those obstacles. Among the issues explored are the magnitude of the HIV/AIDS epidemic, routes of transmission, universal precautions, determining who has a "need to know", understanding the progression of the disease, supporting care givers in managing grief and loss, and separating fact from opinion. Talking to children and adolescents about HIV disease as a method of prevention is emphasized. Targeted participants include Professional and Para-Professional Staff and Foster Parents.

### Substance Abuse: Working With the Family

21 I

The curriculum provides basic information on substance abuse and its relationship to child maltreatment. The focus of information is drug classification, theories of addiction, assessment and treatment techniques, and indicators of substance abuse. The effects of substance abuse, indirectly and directly, on each developmental group—infants, children, and adolescents, along with suggested interventions are also presented. Relapse

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dynamics are applied on the last day , along with family risk assessment techniques, to four case scenarios. Targeted participants include professional staff. The course is scheduled as needed and generally four *times* per year.

### **Transcultural Parenting: Love is Not Enough**

**4 Hours**

*This curriculum is designed as an in-service training for foster/adoptive parents and staff. It examines the component of culture and methods for effectively parenting children from different backgrounds. Special emphasis is placed on the importance of cultural heritage for children and the ways placement can affect families. This course is offered as needed.*

## Advanced Level

Curriculum at the advanced level is directed at the knowledge and skills required to further enhance the worker's competency and expertise in a particular area or to further professional development. The following are course descriptions of curricula at the advanced level.

### **Adoption Assessor Training - Tier II**

**36 Hours**

*Tier II is advanced adoption training most effectively provided after one to three years of adoption practice. Topics include: cultural issues in permanency planning, achieving permanency through interagency collaboration, openness in adoption, and gathering and documenting background information. This course is open to Foster Care, Home Development, and Adoption staff.*

### **Presentation Skills**

**18 Hours**

This course was developed by The Center for Development of Human Services, New York State Child Welfare Institute. It focuses on analysis of Model approach to Partnership in Parenting/Group Preparation and Selection (MAPP/GPS). The major goal of this training is to enhance the training and presentation skills of MAPP/GPS Leaders. Targeted participants include experienced Home Development staff.

### **Leadership Training**

**12 Hours**

This training is offered to develop future leaders. By providing staff with tools to prepare them for upper management the Agency can continually improve services to its client population. The course content focuses on change and conflict, collaboration, ethics, systems thinking and motivation. Staff must apply or be nominated.

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Specialized instruction is usually received through attendance at national professional conferences or professional workshops and seminars. Recognizing the correlation of a qualified and a quality, service delivery system, the Agency continues to make every effort to enable staff to participate in various conferences and workshops offered by recognized leaders in the child welfare field nationwide. The following are some of the learning opportunities engaged by staff and foster parents during the fiscal year:

- \$ Families in the Balance Annual State Conference;
- \$ North American Council on the Adoption of Children Annual Conference;
- \$ State Foster Parent Association Annual Conference;
- \$ Stop Child Abuse in Louisiana Annual Conference.
- \$ Annual State Adoption Conference
- \$ Justice for Children Annual Conference
- \$ Southern Women in Public Service Annual Conference
- \$ Child Welfare League Commissioners Roundtable
- \$ American Public Human Services Association Quarterly Meeting
- \$ Child Welfare League: National Advisory Committee on Adoption (NACA)
- \$ National Association of Family Based Services (NAFBS)
- \$ Fourth National Child Welfare Data Conference
- \$ CWLA's NDAS Meeting: Working Together Toward Data Standardization
- \$ NASW-LA 2002 Annual Conference
- \$ 21<sup>st</sup> Annual Governor's Conference on Juvenile Justice
- \$ Child Welfare League of America 2000 Biennial Leadership Summit
- \$ National Staff Development & Training Association Annual Meeting
- \$ Restorative Justice Conference
- \$ International Critical Incident Stress Foundation World Conference
- \$ The National Symposium on Assessment
- \$ 13<sup>th</sup> National Conference on Child Abuse and Neglect
- \$ Family Preservation Institute Conference
- \$ Second Regional State Team Building Conference on Child Welfare/Substance Abuse Issues
- \$ Council on Accreditation Conferences and Roundtable
- \$ Title IV-E Roundtable
- \$ Child Welfare Institute Annual Meeting for Trainers (MAPP/GPS)
- \$ *National Foster Parent Conference*

Special Initiatives

### **Council on Accreditation (COA)**

*When the Agency began the process of applying for accreditation through COA, introductory training was offered to staff statewide. The two trainings that were offered included an overview of accreditation and the Continuous Quality Improvement processes. The orientation training was mandatory for all staff. A brief overview of these trainings is now*



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*incorporated into the introductory 710 training for new staff.*

### **Child and Family Services Review (CFSR)**

*A CFSR introduction training was conducted statewide and mandatory for all staff. A second training was offered to all professional staff to introduce them to the federal review instrument and to give them the opportunity to use the instrument on a sample case. A brief overview of the introductory CFSR training is now incorporated into the 710 training for new staff.*

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Figure 2: OCS Core Curriculum at a Glance

| Course  | Hr    | Level <sup>1</sup> |   |   | Targeted Participants <sup>1</sup> |    |    |    |    |    |    |    |    |
|---|-------|--------------------|---|---|------------------------------------|----|----|----|----|----|----|----|----|
|   |       | B                  | I | A | CPI                                | FS | FC | AD | HD | AP | QA | PP | FP |
| <b>Assessor Training Tier I</b>                   | 36/29 |                    | ● |   |                                    |    | ●  |    | ●  |    |    |    |    |
| <b>Adoption Assessor Training Tier II</b>         | 36    |                    |   | ● |                                    |    |    |    |    |    |    |    |    |
| Bloodborne Pathogens                              | 3     | ●                  |   |   | ●                                  | ●  | ●  | ●  |    |    | ●  | ●  | ●  |
| <b>Bloodborne Pathogens - Online</b>              | 2     | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| Case Planning and the Family Team Conference      | 24    | ●                  |   |   |                                    | ●  | ●  | ●  | ●  |    | ●  |    |    |
| Casework and Assessment                           | 24    | ●                  |   |   |                                    | ●  | ●  | ●  | ●  |    | ●  |    |    |
| Caseworker Competency                             | 24    | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Child Sexual Abuse Intervention                   | 18    |                    | ● |   | ●                                  | ●  | ●  | ●  | ●  |    |    |    |    |
| Communication With the Legal System               | 15    | ●                  |   |   | ●                                  | ●  | ●  | ●  |    | ●  | ●  |    |    |
| CPI/FS Fundamental Casework Decisions             | 25    | ●                  |   |   | ●                                  | ●  |    |    |    |    | ●  |    |    |
| <b>CPR for Family &amp; Friends</b>               | 3     | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| Defensive Driving                                 | 1     | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| <b>Differences: Building Bridges or Walls</b>     | 12    | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| <b>Documentation Training</b>                     | 6     | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  |    | ●  |    |    |
| Early Child Development Applications              | 12    | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  |    |    |    |
| Educational Role of Supervisor                    | 15    | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| <b>Ethics At Work</b>                             | 5.5   | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| <b>Heartsaver First Aid Course</b>                | 4-5   | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| HIV/AIDS Awareness                                | 6     |                    | ● |   | ●                                  | ●  | ●  | ●  | ●  |    |    | ●  |    |
| ICPC Basic  | 5     | ●                  |   |   |                                    |    | ●  | ●  | ●  | ●  | ●  |    |    |
| Introduction to Child Protective Services         | 26    | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Leadership Training                               | 12    |                    |   | ● | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| <b>Lifebooks</b>                                  | 6     | ●                  |   |   |                                    |    | ●  | ●  | ●  |    |    |    |    |
| <b>Louisiana Child Passenger Safety Awareness</b> | 12    | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  |    |    | ●  |    |
| MAPP/GPS Assessment Workshop                      | 18    | ●                  | ● |   |                                    |    |    |    | ●  |    |    |    |    |
| MAPP/GPS Leader Certification                     | 48    | ●                  | ● |   |                                    |    |    |    | ●  |    |    |    |    |
| Physical Indicators of Child Maltreatment         | 6     | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| Presentation Skills                               | 18    |                    | ● | ● |                                    |    |    |    | ●  |    |    |    |    |
| <b>Preventing Sexual Harassment</b>               | 1.5   | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |    |
| Separation and Placement                          | 12    | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  |    |    |    |
| Sexually Transmitted Diseases                     | 5     | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  |    |    | ●  | ●  |
| Stress Management                                 | 5     | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| Sub. Abuse: What Every Parent Should Know         | 5     | ●                  |   |   |                                    |    |    |    |    |    |    | ●  | ●  |

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| Course                                   | Hr | Level <sup>1</sup> |   |   | Targeted Participants <sup>1</sup> |    |    |    |    |    |    |    |    |
|--|----|--------------------|---|---|------------------------------------|----|----|----|----|----|----|----|----|
|  |    | B                  | I | A | CPI                                | FS | FC | AD | HD | AP | QA | PP | FP |
| Substance Abuse: Working With the Family | 21 |                    | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  |    |    |    |
| Supportive Role of the Supervisor        | 15 | ●                  | ● |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| <i>Transcultural Parenting</i>           | 4  |                    | ● |   |                                    |    | ●  | ●  | ●  |    |    |    | ●  |
| Self Instructional Workbooks             |    |                    |   |   |                                    |    |    |    |    |    |    |    |    |
| Orientation Workbook                     | 9  | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Serenity Courage and Wisdom              | 15 | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Child Development                        | 16 | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Child Abuse and Neglect                  | 16 | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |
| Team Workbook                            | 9  | ●                  |   |   | ●                                  | ●  | ●  | ●  | ●  | ●  | ●  |    |    |

### IN-SERVICE TRAINING FOR FOSTER PARENTS

Foster parent in-service training was administered this past year through regionally managed contracts with private providers. Additional training opportunities were provided through OCS staff and other community based venues. Each region offered numerous sessions so that foster parents could obtain their training hours.

### **B. FOSTER PARENT INSTRUCTION**

#### **Pre-service Leader Certification**

It is the staff development function to provide Home Development staff with the certification training for pre-service training of foster parents. Our state administers the MAPP/GPS (Model Approach to Partnership in Parenting/Group Preparation and Selection) curriculum to prospective foster/adoptive parents. Each Home Development trainer of this curriculum is instructed by a certified MAPP/GPS instructor in the Staff Development Section.

In order to determine if we are providing the best instruction for our prospective foster/Adoptive parents, OCS put together a task force to review the existing curriculum and two other nationally known packages. MAPP/GPS will continue to be used for certification training.

#### **MAPP/GPS Leader Certification**

**48 I**

Completion of this course will certify Home Development staff as facilitators of pre-service training for prospective foster and adoptive parents. Major topics include an overview of fostering, adopting, how children enter care, as well as helping children with grief, attachment, birth family and separation issues. Also addressed are the issues of discipline and helping families assess the impact of fostering or adopting in their presently constituted families. Group dynamics, family assessments, and presentation

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skills are included. Targeted participants include Home Development and Administrative staff, and foster/adoptive parents. The course is scheduled as needed.

### MAPP/GPS Assessment Workshop

18 I

This course is designed to assist Home Development workers and Supervisors in applying the 12 skills identified in MAPP/GPS for successful fostering/ adopting to their assessment with prospective foster/adoptive applicants. Targeted participants include Home Development and Administrative staff. The course is scheduled following completion of MAPP/GPS Leader Certification.

### **In-service Training for Foster Parents**

Foster parent in-service training is administered through regionally managed contracts with private providers. Additional opportunities are provided through OCS staff, the annual Foster Parent Conference, and other community based venues.

The Agency utilizes foster parents in-service core curriculum developed by the Child Welfare League of America as an adjunct to agency curricula presently available. This competency-based training program is comprised of 80 hours of course structure (foster parents are required to attend 15 hours annually) with a basic to advanced sequence of skills development. The ultimate aim of curriculum development for the OCS foster parent in-service program is to develop a cumulative and incremental approach to foster parent development which will be compatible with the content of the pre-service curriculum and will progress from the basic skills required by all foster parents to more specialized competencies.

These initiatives direct the Agency toward responsiveness in meeting the in-service training needs of OCS foster parents across the state. The goal of the program is to address the increasingly complex demands of fostering today and helps to equip foster parents with the diverse range of skills necessary to provide both a safe and nurturing environment, as well as the more specialized skills now required by children in out-of-home, substitute care. In so doing, the Agency strives to support retention of a qualified corps of competent foster parents and to invest in their development throughout their fostering careers.

### **C. LEARNING SYSTEMS**

The Agency studied and has considered a major initiative to assist staff with enhanced learning systems that reflect today's technology in staff development. With the objective of providing staff varied learning opportunities that further develop their ability to perform on the job, provide for their professional development, and to keep them closer to their workstations, the following learning system enhancements are planned:

#### **Distance Learning**

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The Agency has obtained equipment for the purpose of distance learning. This technology has been used for meetings and delivery of brief information statewide.

### **Computer Based Instruction (CBI)**

The Division of Administration has supported a prioritization of tasks to accomplish enhanced CBI for state employees. The Agency is considering the relative advantages and disadvantages of the implementation of two types of CBI: CBI and local area network (LAN). CBI is being studied and is under consideration at the time of development of this report. Web based CBI would be accessed via an Internet connection and the LAN is accessed via local area networks in the employees own office (or near the office). In general, there are 35 different courses which could be available for employees to access covering a variety of topics. For those courses which are assessed to be necessary but which are not available, OCS will use authoring software to develop such packages in house. To date, a decision is pending on making either plan available to employees. Plans are for all courses to be available on the Agency's Local Area Network so that staff may access it as needed. It is the intent of the Agency to convert existing basic level workbooks into the CBI format. The target date for this initiative is dependent on continuing support of the state Division of Administration for expanding this initiative. If this support continues as a direction for all state agencies, the Agency will distribute statewide, possibly in the next reporting period.

For both of the above described initiatives, the Agency's Information Management Unit will be merged with the Department of Social Services Information Technology Division. This will effect how decisions are made and initiatives such as Distance Learning and CBI are carried out in the future.

### ***Online Training***

***Currently bloodborne pathogens training is offered online. In addition, the plan is to offer a sexual harassment training course online as well as other courses.***

### **Child Welfare Certifications**

In order to promote participation in curriculum and reward performance of learned principles, OCS was poised to study and implement one or more certification processes for staff who complete specified instruction and activities. However, other critical priorities and a large volume of staff turn-over in certain positions have delayed the in-depth development of this initiative.

### **Mentors Program**

The Office of Community Services has continued efforts to implement mentoring initiatives ***at both the state and region level***. At the regional level, 70 of our existing worker positions were upgraded to advanced level positions. The new positions include responsibilities for mentoring new workers. It is recognized that senior, advanced, first line staff can mentor and provide

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valuable learning experiences for new staff. In addition, staff statewide who were interested in a new leadership initiative applied and a restricted number were selected by the Regional Administrators and the Assistant Secretary. The selected staff attended a 12 hour training on leadership. The training focused on change and conflict, collaboration, ethics, systems thinking, and motivation. A third initiative surrounding mentoring was offered through an internship program for the Director of Field Services position in state office. Four staff were selected to serve in internships under the current director and other applicants were selected to participate in leadership training and quarterly focus groups. During the focus group meetings, topics covered include funding issues, human resource functions, etc. A book on leadership is also reviewed, projects are assigned and reports are submitted.

### **D. TRACKING SYSTEM**

The Training Data System is designed to track all training efforts concerning agency staff and foster parents, and to serve as a tool for scheduling. The system can track, not only the training delivered by agency trainers and contracted providers, but also training that staff received from administrative or supervisory staff and from other sources. Formal agency training is keyed into the system from attendance logs that are official records of the conducted sessions. Other training is recorded by staff who complete the required attendance forms used for verifying attendance and describing content for a particular training session. The tracking system has the capacity to produce valuable reports on all training activities undertaken during the year. Individual records of training accomplishments are reviewed by the state licensing bureau to assure compliance with staff training requirements for child placing agencies.

### **E. NEEDS ASSESSMENT**

The yearly staff development plan is derived from a variety of formal and informal needs assessments. The Agency compliance reports produced by its quality assurance program are shared with the Staff Development Section so that the learning-related issues and concerns identified by the reports can be addressed. Consideration is given, also, to recommendations resulting from assessment instruments, such as, legislative audit, federal and state joint planning, and consultant analysis. Information received from all levels of agency staff regarding the identification and prioritization of curriculum needs as well as changes imposed by state law and agency policy are instrumental in shaping the state staff development plan. Specific regional needs are addressed through regional contracts.

### **F. REGIONAL TRAINING BUDGETS**

Each year the ten regional offices of OCS are given training budgets that are to be planned and administered by the regional administrators. Having access to this portion of the general training budget gives the regions more flexibility to quickly respond to staff development opportunities in their communities. It also provides access to resources that can be used in meeting the licensing mandate which requires 32 hours of continuous, in-service training for staff in the first three years of employment and 20 hours for experienced staff. The regional training budgets are funded with

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a correlating expectation of the regions to provide approximately one third of the required in-service training hours. *In addition, the universities offer training with Title IV-E dollars through the OCS/University Title IV-E Partnership.*

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### 7.2 Training and Use of Paid Paraprofessionals and Volunteers

**Legal Reference**

42 USC622(b)(4)

45 CFR 1357.15(b)(1)

45 CFR 1357.15(c)(3)

The Agency assures that it has a plan for the training and use of paid paraprofessional staff, with particular emphasis on the full-time or part-time employment of low-income persons, as community services aides; and a plan for the use of nonpaid or partially paid volunteers in providing services and in assisting any advisory committees established by the State. Curricula for paraprofessional staff and the use of volunteers for foster/adoptive parent certification are described in this CFSP training plan. Agency recruitment plans for hiring Client Services Aides, and the volunteer programs utilized by the Agency are additional documentation of compliance with this mandate.

When a staff vacancy occurs, the Agency intends to consider for employment former recipients of the State public assistance program Family Independence Temporary Assistance Program (FITAP). The State's Civil Service system is the mechanism whereby this agency maintains a qualified candidate pool available for consideration and employment in OCS or other departments if a staff vacancy exists. The potential employee will be required to meet the State Civil Service employment criteria and be willing to work in an area where the vacancy exists. Also, OCS collaborates with OFS in developing a plan under the auspices of the Welfare Reform Coordinating Council for the use of nonpaid or partially paid volunteers in providing services and in assisting any advisory committees. The Agency participates in work transition plans for former FITAP recipients through this council.

As fiscal resources permit, the Agency will continue to explore additional initiatives that will expand its use of paid paraprofessionals and development of a volunteer effort to enhance service delivery, effectiveness, and community support.

The Agency was successful in presenting compelling information to Civil Service this past year that resulted in an upgrade for a paraprofessional staff position. The title changed to Social Services Child Welfare Service Assistant. Two levels are developed to allow for a beginner-in-training concept and an advanced level. *Through the Title IV-E Partnership the Agency offered Customer Services Training to clerical staff.*



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### 7.2.1 Training and Technical Assistance

The Children's Bureau, in the Administration on Children, Youth and Families, provides an array of training and technical assistance (T/TA) support resources through grants, contracts, and cooperative agreements. Currently, the Bureau operates ten National Resource Centers, two Clearinghouses, and four technical support projects.

Each National Child Welfare Resource Center offers ten days of training and technical assistance support resources to Louisiana. OCS staff make proposals for use of the training and technical assistance support resource days and these proposals are approved by the Executive Management Team. Together these proposals constitute the Agency's training and technical assistance plan for the federal fiscal year. OCS has increased its use of this valuable resource in this fiscal year 2002 by utilizing the following National Child Welfare Resource Centers (NCWRC):

- \$ NCWRC on Child Maltreatment - Ten days of consultation and training were received regarding risk/safety assessments.
- \$ NCWRC on Youth Development - Two days of assistance were received to offer training on permanency and support for Independent Living candidates.
- \$ NCWRC on Technology in Child Welfare - Six days were used for technical assistance to review and improve the AFCARS program codes and to write a mapping for AFCARS.
- \$ NCWRC on Special Needs Adoption - One day was used to train adoption staff on "Wrongful Adoption and Agency liability".
- \$ NCWRC on Foster Care and Permanency Planning - Four days were used for speakers at the Louisiana Association for Child Welfare Agencies (LACCA) workshops. Topics included: Preparing and Supporting Foster Parents, Permanency Planning Options for Children and Youth, The Casey Family Model on Recruiting and Retaining Resources, and Reactive Attachment Disorder.
- \$ NCWRC for Organizational Improvement - Six days were used for assistance in training on Critical Incident Stress Management, Project Safe, and residential evaluation services.
- \$ NCWRC on Family Centered Practice - Three days were utilized for joint training between OCS and member agencies of LACCA. The topics of the training was A New Era of Family-Centered Practice.

A total of 32 technical assistance days have been utilized for this reporting period. The Agency's management team is regularly briefed and encouraged to utilize the technical assistance offered through the national resource centers. Tracking and reporting of the TA days is the responsibility

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of the Planning and Accreditation Section, Division of Policy, Planning and Accreditation. To assist with the management and “flow” of requests for the Children’s Bureau, a brief protocol was developed on the activities required to prepare and submit a request for TA days.

The Agency realizes the benefit of the TA days and will continue to seek creative ways to use the resources available to support and achieve agency mission, goals and objectives.

Our intent is to more fully utilize the available days next year as appropriate to support agency and program goals.

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### 7.3 Professional Education in Social Work

#### **Legal Reference**

42 USC674(a)(3)(A)&(B)

45 CFR 1356.60(b)(3)

The Agency is continuing to support professional social work education through agreements with public universities that provide for classroom instruction, curriculum development, field placements, in-service classes and stipends for agency employees and persons preparing for employment with the Agency.

The model program, Child Welfare Training and Curriculum Project, which the Louisiana State University developed in FY 1993-1994 has been expanded to incorporate other state universities. Presently, OCS has a title IV-E training contract with all seven state university schools and departments of social work for continued development and enhancement of their child welfare curriculum to prepare future graduates for practice in Child Protection, Family Services, Foster Care, Home Development and Adoption programs within the Agency. ***Supervision of the contracts is provided by the training & Staff Development Section.*** The Child Welfare Training and Curriculum Project with each of the seven state universities is a renewable three year contract which have been submitted through the contract review/approval process from July 1, **2002** through June 30, **2005**. The current contract amounts are as follows:

|                                   |              |
|-----------------------------------|--------------|
| Louisiana State University        | \$756,828.00 |
| Grambling State University        | \$596,208.00 |
| Northwestern State University     | \$472,957.00 |
| Southeastern Louisiana University | \$467,346.00 |
| Southern University (Baton Rouge) | \$762,276.00 |
| Southern University (New Orleans) | \$601,608.00 |
| University of Louisiana Monroe    | \$472,592.00 |

The budgets for the Title IV-E Child Welfare Training and Curriculum Development Program are as follows:

|                     |   |
|---------------------|---|
| FY 1998/1999        | \$942,292   |
| FY 1999/2000        | \$1,069,720   |
| FY 2000/2001        | \$1,069,720 (projected)   |
| FY 2001/2002        | \$1,069,720 (projected)   |
| FY 2002/2003        | \$1,354,172   |
| <b>FY 2003/2004</b> | <b>\$1,628,812 (increase due Positive Youth Development Training)</b> |

Goals of the Child Welfare Training and Curriculum Projects include:

- \$ prepare graduates for competent child welfare practice
- \$ attract, train, and retain qualified employees in public child welfare, specifically OCS
- \$ focus on serving families with multiple needs
- \$ promote collaborative efforts between OCS and the state schools and departments of social work

Non-Employee Stipends

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In exchange for a stipend, recipients undertake a specific child welfare curriculum, perform a student internship in an OCS office, participate in extensive evaluation of the program, and work for OCS one year after graduation, provided they meet the State Civil Service requirements.

The number of student stipends awarded each year from its inception is as follows:

|                  | <b>BSW</b>   | <b>MSW</b>                     |
|------------------|--------------|--------------------------------|
| 1993/1994        | 0            | 4                              |
| 1994/1995        | 13           | 10                             |
| 1995/1996        | 18           | 13                             |
| 1996/1997        | 21           | 15                             |
| 1997/1998        | 25           | 15                             |
| 1998/1999        | 25           | 17                             |
| 1999/2000        | 25           | 17                             |
| 2000/2001        | 16           | 29                             |
| 2002/2003        | 20           | 15                             |
| <b>2003/2004</b> | <b>15-25</b> | <b>15-20 (estimated slots)</b> |

### Employee Stipends:

OCS will provide, on a highly competitive basis, up to 15 stipends for OCS employees each year. Supervisors and administrators are also eligible and encouraged to apply and receive a stipend. The stipends will provide 75% of the employee's salary and full educational leave for up to two academic years, and tuition reimbursement to complete a full-time Master of Social Work (MSW) program at Louisiana State University (LSU), Southern University at New Orleans (SUNO) and Grambling University (accredited graduate schools with OCS approved IV-E child welfare curricula). Stipend recipients are obliged to work for OCS two years for each academic year for which the stipend is provided.

The intent of these stipends and tuition reimbursement is to enable staff to gain additional social work knowledge and skills to improve effectiveness in their services to children and families. This professional opportunity is designed to help prepare future leaders for OCS in the 21<sup>st</sup> century. Staff development is encouraged and supported through in-service training as well as through pursuit of the MSW degree. Both processes assist employees to position themselves for career advancement and leadership within OCS. It is also hoped that this professional opportunity will improve staff retention and improve the agency and staff's image with our clients, the courts, the public and the media. The MSW is the terminal practice degree and the preferred educational credential for OCS employment. The 75% program stipends, we believe, are the most generous of all in state agencies and in the history of OCS. The agency invests over \$60,000 in employees who receive these highly competitive awards.

The number of 75% employee salary stipends awarded each year from its inception is as follows:

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\$ 1995 - 1997 = 20  
\$ 1997 - 1999 = 7  
\$ 1998 - 1999 = 4  
\$ 1999 - 2000 = 2  
\$ 2000 - 2001 = 9  
\$ 2001 - 2002 = 3  
\$ 2002 - 2003 = *18*

A number of these employees have been promoted into supervisory and administrative positions since completion of their MSW degree. *In addition to the eighteen staff persons awarded the 75% employee salary stipends, four staff persons were funded for distance learning and one additional staff's books and fees were paid. Therefore, a total of 23 staff persons' books, tuition and fees were paid by the Agency and/or with Title IV-E funding.*

To keep up with the increased interest in continued education and acquiring an advanced degree, the Agency is exploring ways to expand this program.

### Employee Tuition Reimbursement

Tuition reimbursement is available on a competitive basis for OCS staff to attend a state accredited MSW program as a part-time student. With Regional Administrator approval one month prior to start of classes, up to eight hours of educational leave per week may be granted to employees with Civil Service permanent status. OCS will reimburse qualified employees for tuition up to nine hours per spring and fall semesters and six hours for the summer semester. Employees will be reimbursed for each course in which they receive a grade of B or better. Each request for approval will be evaluated by the Regional Administrator on good job performance, the employee's undergraduate grade point average (GPA of 3.0 or above) and an agreement to work one month for each course paid by the Agency subsequent to the completion of the MSW. Due to close work with the Universities, we expect rapid expansion of the tuition reimbursement for employees. With new distance learning opportunities, staff who have previously been unable to travel long distances to attend classes will now be afforded the opportunity to attend close to their domicile.

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### 7.4 Training Activities and Costs Funded Under Title IV-E

#### **Legal Reference**

474(a)(3)(A)&(B) of  
Social Security Act;  
45 CFR 1356.60(c)

In order to claim associated expenditure reimbursements for training activities related to foster care and adoption, the Department of Social Services uses a federally approved cost allocation plan to distribute, on a reasonable and consistent basis, allowable administrative costs to various funding sources available to the Office of Community Services. Random Moment Sampling (RMS) is the mechanism through which the Agency assures expended costs are equitably allocated among the participating programs. It is a statistically valid process (accepted as statistically sufficient by the U. S. Department of Health and Human Services) that surveys an employee on a random basis for a designated moment to determine time spent on individual program-related activities. The results assist the Agency in showing that activities performed and clients served conform to the intent of the laws which make the funds available. Through RMS the Agency is able to appropriately charge each participating program its proportionate share of the costs of training.

Estimated expenditures include funding for certain administrative costs associated with the training program such as salaries, fringe benefits and travel for staff, and costs of space which are allowable for federal financial participation.

Using Random Moment Sampling, OCS projects the following estimates of training expenditures and the corresponding federal share.

| Federal Fiscal Year | Total Estimates    | Federal Share      |
|---------------------|--------------------|--------------------|
| 2001                | \$7,801,335        | \$5,851,001        |
| 2002                | \$8,345,160        | \$6,258,870        |
| 2003                | \$8,512,063        | \$6,384,047        |
| 2004                | \$8,682,305        | \$6,511,729        |
| <b>2005</b>         | <b>\$8,843,400</b> | <b>\$6,632,550</b> |

(These figures are based on IV-E 10/01/01 - 3/31/02)